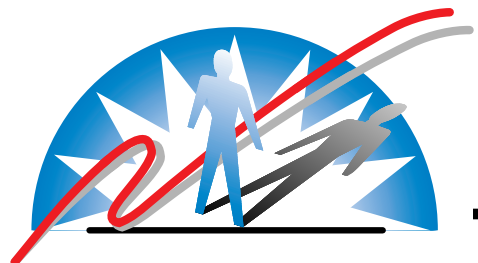


1996

Health Enhancement

Montana and National Standards



A Correlation of the

Montana Health Enhancement Standards

with the

National Health Education Standards

and the

National Standards for Physical Education

Conducted by the
Office of Public Instruction
and the
Montana Association for Health, Physical Education,
Recreation and Dance

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Montana Standards Correlation Project

In late 1996, a work group representing K-12 education, higher education, the Montana Association for Health, Physical Education, Recreation and Dance (MAHPERD), and the Office of Public Instruction (OPI), met to make a correlation of the Montana Health Enhancement Standards and Model Learner Goals to the National Health Education Standards and National Standards for Physical Education.

The Montana Standards and Model Learner Goals were developed as a part of the Montana Project Excellence process in the late 1980s. These standards were adopted by the Montana Board of Public Education and are contained in the **Montana School Accreditation Standards and Procedures Manual** for all K-12 public schools. The National Health Education Standards and National Standards for Physical Education were developed during 1995-1996 and released in the spring and summer of 1996.

The purpose of the work group was to look at the Montana Health Enhancement Standards and determine where the National Standards in both health education and physical education “fit” or where they were absent. The reader should bear in mind that the Montana Standards were developed as part of an almost three-year project and were *intended to reflect the wishes of Montanans regarding the knowledge, skills and attitudes they wanted their children to learn in health and physical education (health enhancement)*. The National Standards for Health Education and Physical Education were developed by national associations... specifically, the subject matter specialists themselves (health and physical educators).

The following pages give the results of the work group’s effort. While the consensus determinations of the work group can be selectively debated, it was the intent of the work group to work collaboratively to reach decisions; this paper does not reflect the thoughts of any one individual. The work results illustrate there are **many places the National Standards for both Health Education and Physical Education are reflected in the Montana Standards, yet there are components missing. In fact, there are components present in the Montana Standards that are missing in the National Standards.** This should come as no surprise since during the six years after the adoption of the Montana Standards, things have changed and things deemed not so important in 1989 have taken on a greater importance.

In general, health education-related items missing or limited in nature in the Montana Standards include issues related to conflict resolution, the use of technology, issues around cultural sensitivity, goal setting, and advocacy. Physical education-related items missing or limited in nature include the concepts and principles of motor skills, cultural sensitivity, and the joy and enjoyment of movement. These items are explained in greater detail in the summary page of this report.

Primary (Grades K-4)

Montana Health Enhancement Model Learner Goals	National Health Education Education Standards and Performance Indicators	National Physical Education Standards and Performance Indicators
a	S1, S3	
b	S1 <i>PI 1.1, 3.1</i>	S5
c	S1, S3, S6 <i>PI 1.1, 3.2, 3.3, 3.4, 6.1, 6.2</i>	S5
d	S1 <i>PI 1.1, 1.2, 1.5, 3.7</i>	S5 <i>PI 7.3</i>
1(a)		S1 <i>PI 1.1, 1.3, 1.4</i>
(b)	<i>PI 1.3, 3.1</i>	S4 <i>PI 4.1, 4.2, 4.3</i>
(c)	S5 <i>PI 1.4, 3.6, 5.1, 5.2, 5.5, 5.8</i>	<i>PI 5.1, 5.3, 7.3</i>
2(a)	S1, S3 <i>PI 1.1, 1.5, 2.1, 3.1, 3.3, 3.4, 3.5, 6.3</i>	<i>PI 4.1, 4.2</i>
(b)	S3 <i>PI 1.4, 3.1, 3.3, 4.4, 5.2</i>	
(c)	<i>PI 1.6, 3.1, 3.3</i>	
(d)	<i>PI 1.5, 1.6, 1.7, 1.8, 3.3, 3.5, 3.6, 5.2</i>	<i>PI 5.2</i>
(e)	<i>PI 1.3, 1.8</i>	
(f)	<i>PI 1.5, 2.3, 4.2</i>	
(g)	<i>PI 1.6</i>	
(h)	<i>PI 1.5, 1.6</i>	
(i)	S2 <i>PI 2.1, 2.2, 2.4, 7.3</i>	

Reading the grid: This grid represents a correlation of the Montana program standards and model learner goals with the national standards for health education and physical education. A grid is completed for each grade level (primary, intermediate or graduation). In each grid, the Montana health enhancement standards and goals are listed in the first column and the corresponding national standards and performance indicators are listed in the second (for health education) and third (for physical education) columns. National standards are designated by an “S” while performance indicators are designated by “PI” and indicate both the standard and the performance indicator. Thus, **S3** would identify **Standard 3** while **PI 4.4** would identify both **Standard 4** and **Performance Indicator 4** within Standard 4.

Intermediate (Grades 5-8)

Montana Health Enhancement Model Learner Goals	National Health Education Education Standards and Performance Indicators	National Physical Education Standards and Performance Indicators
a		
b	S1, S3 <i>PI 3.1</i>	S7
c	S3, S6 <i>PI 6.1</i>	
d	S1, S3	S5, S7 <i>PI 7.2</i>
1(a)		S1, S2 <i>PI 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 4.1</i>
(b)	S1 <i>PI 1.3</i>	S3, S4 <i>PI 4.1, 4.3, 4.5</i>
(c)	S5 <i>PI 1.4, 3.3, 4.4, 5.1, 5.2, 5.4, 5.5</i>	S5 <i>PI 5.1, 5.4</i>
(d)	<i>PI 1.3, 1.8</i>	S3, S5, S7 <i>PI 4.1, 4.3, 7.2</i>
(e)	<i>PI 1.4</i>	
2(a)	<i>PI 1.1, 1.8</i>	
(b)	S1 <i>PI 1.1, 1.6, 1.7, 1.8, 2.6, 3.5</i>	
(c)	<i>PI 1.1, 1.3, 1.7, 4.2</i>	<i>PI 4.2</i>
(d)	S2 <i>PI 1.7, 2.1, 2.3, 2.4, 2.5, 2.6, 4.2, 4.4</i>	
(e)	<i>PI 1.6</i>	
(f)	S4 <i>PI 1.4, 1.5, 1.6, 1.8, 4.1, 4.2, 4.4</i>	S6 <i>PI 5.1, 6.2, 6.3</i>
(g)	<i>PI 1.1, 1.2</i>	<i>PI 3.4, 7.1, 7.2</i>
(h)		
(i)		

Reading the grid: This grid represents a correlation of the Montana program standards and model learner goals with the national standards for health education and physical education. A grid is completed for each grade level (primary, intermediate or graduation). In each grid, the Montana health enhancement standards and goals are listed in the first column and the corresponding national standards and performance indicators are listed in the second (for health education) and third (for physical education) columns. National standards are designated by an “S” while performance indicators are designated by “PI” and indicate both the standard and the performance indicator. Thus, **S3** would identify **Standard 3** while **PI 4.4** would identify both **Standard 4** and **Performance Indicator 4** within Standard 4.

Graduation (Grades 9-12)

Montana Health Enhancement Model Learner Goals	National Health Education Education Standards and Performance Indicators	National Physical Education Standards and Performance Indicators
a		
b		S5, S7 <i>PI 4.1, 5.1</i>
c	S3	<i>PI 5.1</i>
d	S3 <i>PI 1.2</i>	S3, S4, S5, S7 <i>PI 5.1</i>
1(a)		S1, S2 <i>PI 1.1</i>
(b)		S3, S4 <i>PI 1.2, 4.4</i>
(c)	S5 <i>PI 1.2, 1.4, 5.1, 5.2, 5.3, 5.4</i>	S5 <i>PI 5.1, 7.2</i>
(d)	S3 <i>PI 1.1, 1.3, 1.6</i>	S3, S4 <i>PI 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.3</i>
(e)	<i>PI 1.4, 3.4</i>	
(f)	S3 <i>PI 1.1, 1.3, 1.6, 3.3</i>	
(g)	S1 <i>PI 1.1, 1.3, 1.6, 3.1, 3.3, 3.4, 3.5</i>	
(h)	<i>PI 1.6</i>	
(i)	S2 <i>PI 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</i>	
(j)	S3 <i>PI 1.3, 1.6, 3.3</i>	
(k)	S3 <i>PI 1.7, 1.8, 2.5, 2.6, 3.4</i>	
(l)	<i>PI 1.2, 1.6</i>	
(m)		

Reading the grid: This grid represents a correlation of the Montana program standards and model learner goals with the national standards for health education and physical education. A grid is completed for each grade level (primary, intermediate or graduation). In each grid, the Montana health enhancement standards and goals are listed in the first column and the corresponding national standards and performance indicators are listed in the second (for health education) and third (for physical education) columns. National standards are designated by an “**S**” while performance indicators are designated by “**PI**” and indicate both the standard and the performance indicator. Thus, **S3** would identify **Standard 3** while **PI 4.4** would identify both **Standard 4** and **Performance Indicator 4** within Standard 4.

Results of the Correlation Study

In general, the results of the correlation effort showed that although the Montana Health Enhancement standards and model learner goals are now almost seven years old, they reflect many of the National Standards recently developed for Health Education and Physical Education. Interestingly, the comparison also showed a strong similarity between standards developed through a “lay citizen” process and those developed by professionals in the field. In other words, there appears to be a strong correlation between what parents and communities want their children to learn in school and what the health and physical education profession believes is important to teach children in school.

As mentioned in the introduction, things have changed throughout the country in the past seven years... new priorities and needs have surfaced. With these changes, the National Health Education Standards have identified several areas the Montana Standards do not address or address in a limited fashion. These areas are:

1. issues related to ***conflict management***, including the skills necessary to resolve differences in an appropriate manner;
2. the influence of ***technology*** on health;
3. an emphasis on ***cultural issues***, inclusion, and a sensitivity to differences in a divergent society;
4. the development of ***goal-setting*** for one’s own health and being able to plan for a healthy lifestyle; and
5. the ability to ***advocate*** for personal and community health within the family as well as community.

The National Standards for Physical Education also identified several areas the Montana Standards do not address or address in a limited fashion. These areas are:

1. an understanding of the concepts and principles of ***motor skills*** and how they are applied;
2. an emphasis on ***cultural issues***, inclusion, and a sensitivity to differences in a divergent society; and
3. an appreciation for the ***joy of movement*** and the enjoyment it can add to one’s life.

The reader should be aware that the two national standards documents were written differently although each was written by professionals in the field. The National Health Education Standards were written with **all** the performance indicators listed for a given standard while the National Standards for Physical Education included only **examples** of performance indicators and were not intended to be an exhaustive listing of indicators.

Appendices

Health Enhancement Standards and Model Learner Goals

Source: *Montana School Accreditation Standards and Procedures Manual*

Standards

...a basic health enhancement program shall:

- (a) Integrate lifestyle management throughout the curriculum;
- (b) Focus on the total self and the development of responsibility, values, attitudes, and behaviors;
- (c) Give students decision-making tools for personal health;
- (d) Address intellectual, social, emotional, and physical dimensions of healthy lifestyles.

Health Enhancement Model Learner Goals—PRIMARY

(1) By the end of the primary level, the student shall have had the opportunity to:

- (a) Demonstrate a variety of perceptual, motor and rhythm skills, including but not limited to throwing, catching, kicking, striking, balancing, creative movement and folk dance, and skills related to lead-up games.
- (b) Demonstrate an appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal performance.
- (c) Develop positive interpersonal relationships and self-concepts.

(2) By the end of the primary level, the student shall have had the opportunity to identify:

- (a) Components of wellness and describe how decision-making affects personal health practices.
- (b) Roles, responsibilities, contributions, and life cycles in a family structure.
- (c) The difference between use and abuse of drugs and their effects on an individual's total development.

- (d) Safety hazards, causes of accidents, and preventive measures for disease control.
- (e) Human body parts and systems, emphasizing individual uniqueness.
- (f) Ways in which advertising influences personal health choices.
- (g) Food combinations that provide a healthy and balanced diet.
- (h) Potential sources of pollution and pollution's harmful effects.
- (i) Resources which help promote and maintain community health.

Health Enhancement Model Learner Goals—INTERMEDIATE

- (1) By the end of the intermediate level, the student shall have had the opportunity to demonstrate:
 - (a) A variety of physical skills that influence individual physical development, including but not limited to skills practice and lead-up games, rhythms and dance, and individual, dual, or team sports.
 - (b) An appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal function.
 - (c) Positive interpersonal relationships and self-concept.
 - (d) An understanding of the importance of regular and sustained physical activity throughout life.
 - (e) An ability to identify roles, responsibilities, contributions, and life cycles in a family structure.
- (2) By the end of the intermediate level, the student shall have had the opportunity to understand:
 - (a) Substance use and abuse and their effects on the individual and society.
 - (b) Health problems, including diseases and their etiology, the identification of symptoms of a variety of health problems, and prevention of health problems and injuries.
 - (c) The functions and maintenance of body systems, including knowledge of the reproductive system.
 - (d) The need and use of consumer health services and products.
 - (e) Basic nutrition and its application.
 - (f) Cultural, environmental, social, and ethical issues which affect healthy lifestyles.

- (g) Interrelationships between physical health and mental well-being.

Health Enhancement Model Learner Goals—GRADUATION

(1) Upon graduation, the student shall have had the opportunity to:

- (a) Demonstrate a variety of physical skills used in physical activity, including but not limited to dance, individual, dual or team sports, and lifetime leisure and recreational activities.
- (b) Demonstrate an appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal function.
- (c) Understand the importance of self-concept and interpersonal relationships for total health.
- (d) Understand the role of lifelong physical activity and the principles of safe and effective exercise, and be able to plan a personal fitness program.
- (e) Understand roles, responsibilities, contributions, and life cycles in family structures.
- (f) Understand the risks of using drugs, alcohol, and tobacco.
- (g) Understand attitudes and behaviors for preventing and controlling disease and accidents.
- (h) Understand human reproduction and the emotional and ethical components of human sexuality.
- (i) Be able to evaluate and select health services, practices, and products.
- (j) Understand the relationship of sound nutrition to total health.
- (k) Understand the consequences of personal and community decisions that effect the economy and the cost, availability, and quality of health care.
- (l) Understand the relationship of sound mental health practices to total health.
- (m) Identify careers in health and physical activity and their roles and responsibilities.

National Health Education Standards

Grades K-4

Health Education Standard 1:

Students will comprehend concepts related to health promotion and disease prevention.

Performance Indicators:

As a result of health instruction in Grades K-4, students will:

1. describe relationships between personal health behaviors and individual well being.
2. identify indicators of mental, emotional, social, and physical health during childhood.
3. describe the basic structure and functions of the human body systems.
4. describe how the family influences personal health.
5. describe how physical, social, and emotional environments influence personal health.
6. identify common health problems of children.
7. identify health problems that should be detected and treated early.
8. explain how childhood injuries and illnesses can be prevented or treated.

Health Education Standard 2:

Students will demonstrate the ability to access valid health information and health-promoting products and services.

Performance Indicators:

As a result of health instruction in Grades K-4, students will:

1. identify characteristics of valid health information and health-promoting products and services.
2. demonstrate the ability to locate resources from home, school, and community that provide valid health information.
3. explain how media influences the selection of health information, products, and services.
4. demonstrate the ability to locate school and community health helpers.

Health Education Standard 3:

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Performance Indicators:

As a result of health instruction in Grades K-4, students will:

1. identify responsible health behaviors.
2. identify personal health needs.
3. compare behaviors that are safe to those that are risky or harmful.
4. demonstrate strategies to improve or maintain personal health.
5. develop injury prevention and management strategies for personal health.
6. demonstrate ways to avoid and reduce threatening situations.
7. apply skills to manage stress.

Health Education Standard 4:

Students will analyze the influence of culture, media, technology, and other factors on health.

Performance Indicators:

As a result of health instruction in Grades K-4, students will:

1. describe how culture influences personal health behaviors.
2. explain how media influences thoughts, feelings, and health behaviors.
3. describe ways technology can influence personal health.
4. explain how information from school and family influences health.

Health Education Standard 5:

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Performance Indicators:

As a result of health instruction in Grades K-4, students will:

1. distinguish between verbal and non-verbal communication.
2. describe characteristics needed to be a responsible friend and family member.
3. demonstrate healthy ways to express needs, wants, and feelings.
4. demonstrate ways to communicate care, consideration, and respect of self and others.
5. demonstrate attentive listening skills to build and maintain healthy relationships.
6. demonstrate refusal skills to enhance health.
7. differentiate between negative and positive behaviors used in conflict situations.
8. demonstrate non-violent strategies to resolve conflicts.

Health Education Standard 6:

Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.

Performance Indicators:

As a result of health instruction in Grades K-4, students will:

1. demonstrate the ability to apply a decision-making process to health issues and problems.
2. explain when to ask for assistance in making health-related decisions and setting health goals.
3. predict outcomes of positive health decisions.
4. set a personal health goal and track progress toward its achievement.

Health Education Standard 7:

Students will demonstrate the ability to advocate for personal, family, and community health.

Performance Indicators:

As a result of health instruction in Grades K-4, students will:

1. describe a variety of methods to convey accurate health information and ideas.
2. express information and opinions about health issues.
3. identify community agencies that advocate for healthy individuals, families, and communities.
4. demonstrate the ability to influence and support others in making positive health choices.

Grades 5-8

Health Education Standard 1:

Students will comprehend concepts related to health promotion and disease prevention.

Performance Indicators:

As a result of health instruction in Grades 5-8, students will:

1. explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
2. describe the interrelationship of mental, emotional, social, and physical health during adolescence.
3. explain how health is influenced by the interaction of body systems.
4. describe how family and peers influence the health of adolescents.
5. analyze how environment and personal health are interrelated.
6. describe ways to reduce risks related to adolescent health problems.
7. explain how appropriate health care can prevent premature death and disability.
8. describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.

Health Education Standard 2:

Students will demonstrate the ability to access valid health information and health-promoting products and services.

Performance Indicators:

As a result of health instruction in Grades 5-8, students will:

1. analyze the validity of health information, products, and services.
2. demonstrate the ability to utilize resources from home, school, and community that provide valid health information.
3. analyze how media influences the selection of health information and products.
4. demonstrate the ability to locate health products and services.
5. compare the costs and validity of health products.
6. describe situations requiring professional health services.

Health Education Standard 3:

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Performance Indicators:

As a result of health instruction in Grades 5-8, students will:

1. explain the importance of assuming responsibility for personal health behaviors.
2. analyze the personal health assessment to determine health strengths and risks.
3. distinguish between safe and risky or harmful behaviors in relationships.
4. demonstrate strategies to improve or maintain personal and family health.
5. develop injury prevention and management strategies for personal and family health.
6. demonstrate ways to avoid and reduce threatening situations.
7. demonstrate strategies to manage stress.

Health Education Standard 4:

Students will analyze the influence of culture, media, technology, and other factors on health.

Performance Indicators:

As a result of health instruction in Grades 5-8, students will:

1. describe the influence of cultural beliefs on health behaviors and the use of health services.
2. analyze how messages from media and other sources influence health behaviors.
3. analyze the influence of technology on personal and family health.
4. analyze how information from peers influences health.

Health Education Standard 5:

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Performance Indicators:

As a result of health instruction in Grades 5-8, students will:

1. demonstrate effective verbal and non-verbal communication skills to enhance health.
2. describe how the behavior of family and peers affects interpersonal communication.
3. demonstrate healthy ways to express needs, wants, and feelings.
4. demonstrate ways to communicate care, consideration, and respect of self and others.
5. demonstrate communication skills to build and maintain healthy relationships.
6. demonstrate refusal and negotiation skills to enhance health.
7. analyze the possible causes of conflict among youth in schools and communities.
8. demonstrate strategies to manage conflict in healthy ways.

Health Education Standard 6:

Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.

Performance Indicators:

As a result of health instruction in Grades 5-8, students will:

1. demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
2. analyze how health-related decisions are influenced by individuals, family, and community values.
3. predict how decisions regarding health behaviors have consequences for self and others.
4. apply strategies and skills needed to attain personal health goals.
5. describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
6. develop a plan that addresses personal strengths, needs, and health risks.

Health Education Standard 7:

Students will demonstrate the ability to advocate for personal, family and community health.

Performance Indicators:

As a result of health instruction in Grades 5-8, students will:

1. analyze various communication methods to accurately express health information and ideas.
2. express information and opinions about health issues.
3. identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.
4. demonstrate the ability to influence and support others in making positive health choices.
5. demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.

Grades 9-11

Health Education Standard 1:

Students will comprehend concepts related to health promotion and disease prevention.

Performance Indicators:

As a result of health instruction in Grades 9-11, students will:

1. analyze how behavior can impact health maintenance and disease prevention.
2. describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
3. explain the impact of personal health behaviors on the functioning of body systems.
4. analyze how the family, peers, and community influence the health of individuals.
5. analyze how the environment influences the health of the community.
6. describe how to delay onset and reduce risks of potential health problems during adulthood.
7. analyze how public health policies and government regulations influence health promotion and disease prevention.
8. analyze how the prevention and control of health problems are influenced by research and medical advances.

Health Education Standard 2:

Students will demonstrate the ability to access valid health information and health-promoting products and services.

Performance Indicators:

As a result of health instruction in Grades 9-11, students will:

1. evaluate the validity of health information, products, and services.
2. demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.
3. evaluate factors that influence personal selection of health products and services.
4. demonstrate the ability to access school and community health services for self and others.
5. analyze the cost of accessibility of health care services.
6. analyze situations requiring professional health services.

Health Education Standard 3:

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Performance Indicators:

As a result of health instruction in Grades 9-11, students will:

1. analyze the role of individual responsibility for enhancing health.
2. evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
3. analyze the short-term and long-term consequences of safe, and risky or harmful behaviors.
4. develop strategies to improve or maintain personal, family, and community health.
5. develop injury prevention and management strategies for personal, family, and community health.
6. demonstrate ways to avoid and reduce threatening situations.
7. evaluate strategies to manage stress.

Health Education Standard 4:

Students will analyze the influence of culture, media, technology, and other factors on health.

Performance Indicators:

As a result of health instruction in Grades 9-11, students will:

1. analyze how cultural diversity enriches and challenges health behaviors.
2. evaluate the effect of media and other factors on personal, family, and community health.
3. evaluate the impact of technology on personal, family, and community health.
4. analyze how information from the community influences health.

Health Education Standard 5:

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Performance Indicators:

As a result of health instruction in Grades 9-11, students will:

1. demonstrate skills for communicating effectively with family, peers, and others.
2. analyze how interpersonal communication affects relationships.
3. demonstrate healthy ways to express needs, wants, and feelings.
4. demonstrate ways to communicate care, consideration, and respect of self and others.
5. demonstrate strategies for solving interpersonal conflicts without harming self or others.
6. demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
7. analyze the possible causes of conflict in schools, families, and communities.
8. demonstrate strategies used to prevent conflict.

Health Education Standard 6:

Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.

Performance Indicators:

As a result of health instruction in Grades 9-11, students will:

1. demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
2. analyze health concerns that require collaborative decision making.
3. predict immediate and long-term impact of health decisions on the individual, family, and community.
4. implement a plan for attaining a personal health goal.
5. evaluate progress toward achieving personal health goals.
6. formulate an effective plan for lifelong health.

Health Education Standard 7:

Students will demonstrate the ability to advocate for personal, family, and community health.

Performance Indicators:

As a result of health instruction in Grades 9-11, students will:

1. evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
2. express information and opinions about health issues.
3. utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.
4. demonstrate the ability to influence and support others in making positive health choices.
5. demonstrate the ability to work cooperatively when advocating for health communities.
6. demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

National Standards in Physical Education

Fourth Grade:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

The emphasis for the fourth grade student will be to:

- 1.1 Demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills.
- 1.2 Adapt a skill to the demands of a dynamic, unpredictable environment.
- 1.3 Acquire beginning skills of a few specialized movement forms.
- 1.4 Combine movement skills in applied settings.

2. Applies movement concepts and principles to the learning and development of motor skills.

The emphasis for the fourth grade student will be to:

- 2.1 Apply critical elements to improve personal performance in fundamental and selected specialized motor skills.
- 2.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others.
- 2.3 Recognize and apply concepts that impact the quality of increasingly complex movement performance.

3. Exhibits a physically active lifestyle.

The emphasis for the fourth grade student will be to:

- 3.1 Select and participate regularly in physical activities for the purpose of improving skill and health.
- 3.2 Identify the benefits derived from regular physical activity.
- 3.3 Identify several moderate to vigorous physical activities that provide personal pleasure.

4. Achieves and maintains a health-enhancing level of physical fitness.

The emphasis for the fourth grade student will be to:

- 4.1 Identify several activities related to each component of physical fitness.
- 4.2 Associate results of fitness testing to personal health status and ability to perform various activities.
- 4.3 Meet the health-related fitness standards as identified by Fitnessgram.

5. Demonstrates responsible personal and social behavior in physical activity settings.

The emphasis for the fourth grade student will be to:

- 5.1 Follow, with few reminders, activity-specific rules, procedures, and etiquette.
- 5.2 Utilize safety principles in activity situations.
- 5.3 Work cooperatively and productively with a partner or small group.
- 5.4 Work independently and on-task for short periods of time.

6. Demonstrates understanding and respect for differences among settings.

The emphasis for the fourth grade student will be:

- 6.1 Explore cultural/ethnic self-awareness through participation in physical activity.
- 6.2 Recognize the attributes that individuals with differences can bring to group activities.
- 6.3 Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins.

7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The emphasis for the fourth grade student will be:

- 7.1 Experience enjoyment while participating in physical activity.
- 7.2 Enjoy practicing activities to increase skill competence.
- 7.3 Interact with friends while participating in group activities.
- 7.4 Use physical activity as a means of self-expression.

Eighth Grade:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

The emphasis for the eighth grade student will be:

1.1 Demonstrate competence in modified versions of a variety of movement forms.

2. Applies movement concepts and principles to the learning and development of motor skills.

The emphasis for the eighth grade student will be:

2.1 Understand and apply more advanced movement and game strategies.

2.2 Identify the critical elements of more advanced movement skills.

2.3 Identify the characteristics of highly skilled performance in a few movement forms.

2.4 Understand and apply more advanced discipline specific knowledge.

3. Exhibits a physically active lifestyle.

The emphasis for the eighth grade student will be:

3.1 Establish personal physical activity goals.

3.2 Participate regularly in health-enhancing physical activities to accomplish these goals.

3.3 Explore a variety of new physical activities for personal interest in and out of the physical education class.

3.4 Describe the relationships between a healthy lifestyle and “feeling good.”

4. Achieves and maintains a health-enhancing level of physical fitness.

The emphasis for the eighth grade student will be:

4.1 Participate in a variety of health-related fitness activities in both school and non-school settings.

4.2 Assess physiological indicators of exercise during and after physical activity.

4.3 Understand and apply basic principles of training to improve physical fitness.

- 4.4 Begin to develop personal fitness goals independently.
- 4.5 Meet the health-related fitness standards as defined by Fitnessgram.

5. Demonstrates responsible personal and social behavior in physical activity settings.

The emphasis for the eighth grade student will be:

- 5.1 Recognize the influence of peer pressure.
- 5.2 Solve problems by analyzing causes and potential solutions.
- 5.3 Analyze potential consequences when confronted with a behavior choice.
- 5.4 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.

6. Demonstrates understanding and respect for differences among people in physical activity settings.

The emphasis for the eighth grade student will be:

- 6.1 Recognize the role of sport, games, and dance in modern culture.
- 6.2 Identify behaviors that are supportive and inclusive in physical activity settings.
- 6.3 Willingly join others of diverse culture, ethnicity, and race during physical activity.

7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The emphasis for the eighth grade student will be:

- 7.1 Enjoy participation in physical activity.
- 7.2 Recognize the social benefits of participation in physical activity.
- 7.3 Try new and challenging activities.
- 7.4 Recognize physical activity as a vehicle for self-expression.

Twelfth Grade:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

The emphasis for the twelfth grade student is to:

- 1.1 Demonstrate proficiency in a few movement forms.

2. Applies movement concepts and principles to the learning and development of motor skills.

The emphasis for the twelfth grade student will be to:

- 2.1 Know and understand pertinent scientifically based information regarding movement performance.
- 2.2 Independently apply advanced movement-specific information.
- 2.3 Integrate discipline-specific knowledge to enable independent learning of movement skills.

3. Exhibits a physically active lifestyle.

The emphasis for the twelfth grade student will be to:

- 3.1 Have the skills, knowledge, interest, and desire to independently maintain an active lifestyle throughout their life.
- 3.2 Understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes.

4. Achieves and maintains a health-enhancing level of physical fitness.

The emphasis for the twelfth grade student will be to:

- 4.1 Participate regularly in health-enhancing fitness activities independent of teaching mandates.
- 4.2 Demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs.
- 4.3 Design a personal fitness program.
- 4.4 Meet the health-related fitness standards as defined by Fitnessgram.

5. Demonstrates responsible personal and social behavior in physical activity settings.

The emphasis for the twelfth grade student will be to:

- 5.1 Initiate independent and responsible personal behavior in physical activity settings.
- 5.2 Accept the responsibility for taking a leadership role and willingly follow as appropriate in order to accomplish group goals.
- 5.3 Anticipate potentially dangerous consequences and outcomes of participation in physical activity.

6. Demonstrates understanding and respect for differences among people in physical activity settings.

The emphasis for the twelfth grade student will be to:

- 6.1 Recognize the influence of participation in physical activity on fostering appreciation of cultural, ethnic, gender, and physical diversity.
- 6.2 Develop strategies for including persons from diverse backgrounds and characteristics in physical activity they select for leisure pursuits.

7. Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The emphasis for the twelfth grade student will be to:

- 7.1 Enjoy regular participation in physical activity.
- 7.2 Recognize that physical activity can provide opportunities for positive social interaction.
- 7.3 Enjoy learning new activities.
- 7.4 Recognize the positive feelings that result from physical activity participation alone and with others.